

Kentucky Board of Education

The
Kentucky School Facilities Planning
Manual

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DEFINITIONS

LEA - Local Education Agency

LPC - Local Planning Committee

SBDM - School Based Decision Making Council - For the purpose of this regulation and determining the number of SBDM school centers in a district, a vocational school is considered a part of the high school it serves.

KBE - Kentucky Board of Education

SFCC - School Facilities Construction Commission

ATTENDANCE BOUNDARY - The boundaries established by the local board of education that determines the student's school of attendance in order to maintain enrollments near capacity and without overcrowding.

BIENNIUM - Two-year cycle (on even years) beginning July 1 of the year the state legislature establishes the biennial budget.

BUILDING ADMINISTRATORS - Principals, assistant principals and head teachers.

CENTRAL OFFICE ADMINISTRATOR - Certified staff assigned to the central office.

KDE - Refers to the Kentucky Department of Education, Division of Facilities Management.

DISCRETIONARY PROJECT - A project requested by the local board of education that does not qualify as a priority project and may be completed as funds become available. This does not apply to districts that, by board order, opt not to participate in SFCC funding for two funding cycles. Discretionary projects are itemized in the last section of the district facility plan. Discretionary projects are not eligible for SFCC funding.

FUNCTIONAL CENTER - A center which the local board of education desires to continue in operation, but which does not meet the criteria of a permanent center. To be considered, the following must be provided:

1. Evidence that current enrollment will be maintained without redistricting, and
2. Evidence that indicates no substantial academic or building deficiencies exist for either instructional or non-instructional programs.

Functional centers may qualify for additions and alterations at the discretion of the local board of education. Approval will not be granted to long-term financing arrangements (i.e. school revenue bonds) that exceed the life expectancy of the facility as determined by a Kentucky registered architect and engineer or the local board of education's intent to operate the facility.

MAJOR RENOVATION - A renovation project at a permanent center, including three (3) or more building systems and an estimated cost of 20 percent of the current replacement cost of the building, or portion thereof. The building shall be a minimum of thirty (30) years old or thirty (30) years shall have passed since its last major renovation with the exception of restructuring an open space school for conventional classrooms. The building may be the entire permanent center or a clearly definable portion (i.e., 1973 addition, senior high wing, physical education facility, etc.).

Building systems are defined as foundations, exterior walls, roofing, ceilings, structural, mechanical (HVAC), electrical (including lighting), plumbing, sewage, doors and hardware, windows, floor coverings, technology and fixed equipment.

MAXIMUM PROJECT BUDGET - The maximum monetary amount allowed per priority project for SFCC funding and the generation of local district facility needs.

PERMANENT CENTER - A facility meeting permanent center criteria established for an existing school. Criteria include (1) student assessment, (2) transportation, (3) fiscal equity, (4) equitable educational opportunity, (5) building/site evaluation, and (6) parent/community support. The center qualifies for additions and renovations when such needs are a part of the district facility plan approved by the Kentucky Board of Education.

PERMANENT ISOLATED CENTER - An existing center serving students in isolated areas remote from all current and proposed permanent centers. KDE shall agree that extreme transportation or other factors exist to allow this designation. Student exchange arrangements with neighboring districts have been sought and are inappropriate. If destroyed, the status of permanent isolated center shall be re-evaluated.

PERMANENT SPECIAL CENTER - A facility approved by the Kentucky Board of Education for a specific use such as programs for the physically impaired, remedial programs, fine arts programs, etc. Classrooms may be larger or smaller than standard classrooms in order to accommodate specialized instructional needs of the students. The center shall become transitional upon the special program's termination unless re-designated in a new District Facility Plan.

PRIORITY PROJECT - A new building, addition or major renovation including academic and operational support facilities. Priority projects are itemized in the District Facility Plan. Itemized priority projects are eligible for SFCC funding.

A request by the local board of education for reprioritization of priority projects, recommended by the chief state school officer and approved by the Kentucky Board of Education, will not adversely affect the district's SFCC offer.

PUBLIC FORUM - A public meeting conducted by the LPC to gather information during the development of the proposed district facility plan.

PUBLIC HEARING - A public meeting conducted by the local board of education to receive comments on the proposed DFP.

SCHOOL - The grouping of grades to provide an educational program consistent with the approved school district's organization plan. More than one school may be located within a single building or on an individual campus.

TEACHER – All certified staff at a school with the exception of the principal, assistant principal and head teacher.

TRANSITIONAL CENTER - A center that the local board of education has determined will be phased out as an educational center or for which a project to house its students is listed in the DFP. The center is not eligible for new construction or major renovation without the KDE's approval. Only minor renovation projects required to maintain the building in a safe condition, offer a healthy environment, or meet new program requirements are permissible. The center generates no SFCC funds and may not be replaced if destroyed.

LOCAL PLANNING COMMITTEE

Superintendent/Designee Responsibilities

The superintendent is responsible for initiating the process by which the LPC is selected and for serving as interim chairperson until a chairperson is officially selected. A chairperson and vice-chairperson shall be selected no later than the second meeting of the LPC.

The superintendent is responsible for assuring a system of selection that offers all teachers the opportunity to select teacher representatives for the LPC.

The superintendent is to ensure that LPC composition is in accord with the selection criteria. It is suggested that LPC membership be selected alternately in parent, teacher, and building administrator order until the committee selection is completed. The superintendent shall attempt to ensure that the composition of each LPC represents local demographics, providing a diverse committee that, in a meaningful way, reflects the composition of the district.

Selection of the Local Planning Committee

The LPC shall be made up of a maximum of eighteen (18) members and a minimum of ten (10) members to include:

	1 school	2 schools	3 schools	4 schools or more
Superintendent*	1	1	1	1
Parent	2	2	3	4
Teacher	1	2	3	4
Building administrator	1	2	3	4
Central office staff	1	1	1	1
Community leader	2	2	2	2
Board member	1	1	1	1
Local building/zoning official	1	1	1	1
Total	10	12	15	18
* The superintendent or designee serves as a non-voting member.				

If no PTO/PTA exists, the largest organization of parents formed for this purpose shall select a parent representative for their school (KRS 160.345 (2b)). The parent representative shall NOT be employed by the LEA.

If a district central office is staffed by the district superintendent only, he becomes the central office representative of the LPC.

Advertisement shall be made for business/community leader nominees from whom the local board of education shall select two (2) representatives. Nominees must provide a letter of agreement to serve. In the event nominations are not received, the local board of education shall select the community/business leaders. When a newly elected board of education revises its majority position, the board shall have the opportunity to replace the local board representative(s) selected by the preceding board of education.

The local planning, zoning or building inspection representative shall be designated by the superintendent. If there is no planning and zoning or building review department within the geographic area of the district, then the superintendent shall select a local public official or public employee with experience in building or planning within the geographic area of the district.

Parents, teachers and building administrators shall be selected by groups as indicated above and include representatives from the elementary, middle and high schools. All schools shall be represented before multiple representation of a school occurs. The maximum number of representatives on the LPC from a school shall not be in excess of one (1) greater than the number of representatives from any other school.

Districts having four (4) or more SBDM schools shall include representation by a minimum of four (4) SBDM council members, or their designee, on the LPC. Districts with less than four (4) SBDM schools shall have SBDM representation equal to the number of SBDM schools. SBDM representation applies to parents, teachers, and building administrators.

Operation of the Local Planning Committee

The local board of education is responsible for providing secretarial services and financial resources to the LPC during its time of operation to ensure timely completion of all required documents.

The chairperson and vice-chairperson are responsible for LPC meeting organization and direction. The inability of a committee member to serve on the LPC shall be decided by a two-thirds vote of the LPC membership. Should the LPC determine a member unable to fulfill their obligations, the respective group will replace that member.

A simple majority shall determine all actions by the LPC.

Should the LPC fail to fulfill its obligation in providing a proposed DFP to the local board of education within the time specified by the KDE, approval must be received from the KDE before the selection of a new LPC is initiated.

Responsibilities of the Local Planning Committee

The LPC is responsible for determining the research required for development of a Master Educational Facility Plan that meets both instructional goals of the local board of education and state mandates in providing equivalent educational opportunities to all students in the district at an equitable cost. In conjunction with this, the LPC is to also develop and propose a DFP for capital construction. The DFP shall include the most critical building needs of the district.

At the request of the LPC, the local board of education may hire or otherwise secure a qualified facilitator or trainer. The facilitator is responsible for keeping the LPC focused throughout the planning process and provides order, direction, and ideas to resolve stalemates during LPC meetings. The facilitator shall be unbiased and have no personal interest in the plans being developed by the LPC. The facilitator does not author the Master Educational Facility Plan or the DFP. A written contract shall be negotiated when an outside consultant is employed as facilitator. Reference of the request by the LPC for a facilitator and approval of the written contract by the local board of education must be recorded in the board minutes.

Research

The district superintendent or designee is responsible for the collection and organization of data for use by the LPC. This information is to include a minimum of the following:

Student Assessment Material - This information shall be available when baseline assessments and student performance testing takes place in the school year directly preceding the DFP submission.

Transportation Information - Data relative to times and distances students travel to and from school and the cost of such transportation.

Fiscal Information - The cost of delivery of services to students at each school and the funds available to the local district for capital construction, both as cash and bonding potential.

Instructional Information - Availability of an equitable educational opportunity at each school.

Facility Assessment - Evaluation of existing buildings to determine new construction and renovation needs. Consideration must be given to program needs and KERA implementation. The evaluation shall be presented in a form approved by the KDE and shall include construction costs, small scaled drawings of the existing buildings, and existing building program analysis to justify proposed additions. A Kentucky registered architect and engineer shall provide this information.

Demographics - Enrollment and demographic projections of both the school district and each school within the district.

Public Forums - To encourage community participation, public forums shall be held at different times and locations. A minimum of three (3) public forums shall be held in school districts where board members are elected by district. In school districts where board members are elected at large there shall be a minimum of two (2) public forums. At least one (1) of the required public forums shall be held after a draft DFP has been completed. These forums shall be a minimum of seven (7) days apart and must be advertised seven (7) days prior to the forum. In addition, forums shall be held at or after 5:30 PM local time.

Additional Information - Any additional information to aid the committee in the planning process.

ROLE OF THE KDE

The KDE shall be available to the LPC to provide orientation and informational assistance. The KDE shall be available to the LPC as a resource, but shall not be actively involved in the development of the MEFP or the DFP. The following is a summary of the processes and responsibilities of the KDE.

Facility planning process

- Schedule LEA facility plan completion date
- Provide required orientation
- Disseminate information (i.e. building inventory, planning information handbook, etc.)
- Verify demographic information
- Verify proposed DFP of LEA
- Coordinate KBE local district public hearing
- Prepare staff note for KBE approval using information supplied by the district
- Return approved DFP to the LEA when changes are recommended by the KDE
- Maintain permanent file
- Coordinate amendments and reprioritizations for KBE approval

Site approvals, leases, easements, and property disposals

- Consult with LEA regarding site selection(s)
- Provide tentative approval of potential site(s)
- Conduct on-site review of proposed site(s)
- Review required documentation submitted for site approval(s)
- Prepare staff note for site(s) requiring KBE approval
- Prepare waiver letter for chief state school officer where applicable
- Prepare site approval letters
- Receive and maintain file on deeds and insurance certificates
- Review and approve proposed real property leases
- Review and approve easements

Review and approve real property disposals

Capital construction budgeting

Consult with LEA and fiscal agent concerning bonding potential and SFCC funds

Consult with LEA and architect to size the scope of the construction project

Assist LEA in preparing the initial Project Application Form that corresponds to the scope of work and priority as outlined on the DFP

Construction project process

Review and coordinate approval of the initial Project Application Form

Review and approve the architect/engineer contract

Review and approve the construction management contract

Assist in the development of educational specifications as requested

Review LEA educational specifications

Review the master site plan for the project

Review and approve schematic plans in conformance with the educational specifications

Review and approve design development plans

Review enlarged plans for special areas with respective KDE consultants

Review and approve the completed plans and specifications for bidding

Ensure the plans and specifications are submitted to the Department of Housing, Buildings, and Construction for review by the Division of Code Enforcement (Kentucky Building Code, Life Safety Code, Structural, Electrical, Mechanical, Energy, and ADA Accessibility), Division of Plumbing, Division of Water, the Division of Air Quality and the Army Corp of Engineers

Review and evaluate bid proposal documents for approval

Review budget scope and request revised budget(s) as needed

Notify KDE Division of Finance of status for approval of bond sale

Receive and maintain file of executed contracts, performance and payment bonds, and insurance certificates

Review, evaluate, and approve proposed change orders

Consult with LEA, architect, engineer, construction manager, contractor, and attorney in relation to problems experienced during construction

Conduct a final inspection of the completed construction and advise LEA of project closeout procedures

Approve Final Approval and Payment Application Form authorizing final payment and releasing of retainage

Other activities

Environmental Issues

Consultation in the areas of:

- Asbestos abatement and grant application approval

- Lead based paint

- Lead in drinking water

- Radon gas and mitigation

- Clean Air Act

- Underground storage tanks

- Surface run-off

Statewide Building Inventory - coordinate data and maintain permanent files

Kentucky School Facilities Construction Commission - calculation of statewide facility needs assessment

Architectural Barrier Removal Grant Program - approval and coordination

Americans with Disabilities Act consultation

Master Educational Facilities Plan Process - Step-by-Step

- 1. Local school district shall select the Local Planning Committee (LPC)**
- 2. Request required orientation from KDE**
 - a. Hire a facilitator (optional)
 - b. Hire an architectural/engineering consultant (required)
 - c. Review information and standard forms on the KDE Website
- 3. Collect information using current and new resources**
 - a. Comprehensive School Improvement Plan
 1. Demographics
 2. Transportation
 3. Student assessment
 4. Educational programs
 - b. MUNIS
 1. Financial information
 - c. Include the district information in a narrative report
 - d. Facilities assessment
 1. Program needs
 2. Architect/engineering input
- 4. From collected information the LPC develops the Master Educational Facilities Plan**
 - a. The LPC will hold a series of meetings to develop the MEFP
 - b. LPC solicits public comments through informal public forums
 1. A minimum of three (3) LPC meetings and forums required (These should be at least seven (7) days apart)
 - a. One of these must be scheduled after the draft DFP is created
 2. All meetings and forums are subject to the Open Meetings Act, KRS Ch. 61.
 - a. Meetings and forums must be advertised seven (7) days prior to the event
 - b. The forums may be scheduled just before or after LPC meetings
- 5. LPC develops a draft DFP**
 - a. The DFP is submitted to KDE for review prior to the last LPC meeting
 - b. The DFP is sent back to the LPC with comments
 - c. The LPC votes on the reviewed draft DFP

6. LPC submits draft DFP to the local board of education

- a. If accepted by a vote in a scheduled meeting, the local board of education submits the DFP to the KDE
- b. If rejected by a vote in a scheduled meeting, the local board of education returns the draft DFP back to the LPC for revision and resubmission to the local board of education

7. Accepted draft DFP is then reviewed by the KDE and discussed with the district

- a. Accepted draft DFP is then reviewed in the first local public hearing
 - 1. The LPC must advertise the local public hearing at least fourteen (14) days prior to the hearing.
 - 2. Copies of the draft DFP should be placed for public review in several community locations such as the local board office and district schools
 - 3. Each local public hearing should have:
 - a. Sign in sheet to record attendance
 - b. Recording device to document the proceedings
 - c. Public address system to allow those speaking to be heard
- b. If rejected the KDE returns the draft DFP back to the local board of education for revision and resubmission to the KDE
 - 1. This may require resubmission by the local board of education to the LPC

8. Following the local public hearing, the local board of education submits the proposed final draft of the DFP for review by the LPC

- a. Consider public comments from local public hearing

9. The local board of education then submits the proposed final draft of the DFP to the KDE

- a. Accepted final draft DFP is then reviewed in a second local public hearing (The second local public hearing shall be at least fourteen (14) days from the first local public hearing)
- b. The LPC must advertise the second public hearing at least fourteen (14) days prior to the hearing.
 - 1. Copies of the draft DFP shall be placed for public review in several community locations such as the local board office and district schools
- c. Each public hearing should have:
 - 1. Sign in sheet to record attendance
 - 2. Recording devise to document the proceedings
 - 3. Public address System to allow those speaking to be heard
- d. Rejected final DFP is returned by the KDE to the local board of education
- e. If the LPC and the local board of education “approve” the draft DFP in a UNANIMOUS vote then only one local public hearing will be required

- 10. Following the local public hearings the KDE prepares a hearing report from information supplied by the district**
- 11. The hearing report and final DFP is submitted to the local board of education for review**
 - a. If “accepted”, the local board of education votes for approval and submits the final proposal to the KDE
 - b. This final proposal is submitted to the KBE in their regular meetings
 - c. Following the meeting the local board of education is notified of the KBE’s decision.
 - d. If “rejected” the local board of education submits a letter explaining proposed modifications to the KDE for review.
 - e. The local board of education’s modification of the Hearing Report is noted and reviewed by the KDE and discussion continues
 1. When “accepted”, the local board of education submits the final proposal to the KDE
 2. This final proposal is submitted to the KBE at a regular meeting
 3. Following the meeting the local board of education is notified of the KBE’s decision.

FACILITY PLANNING PROCESS

Development

The facility planning process is as follows:

1. The LPC participates in the required KDE orientation meeting.
2. The LPC analyzes information submitted to the committee by the superintendent or designee.
3. The LPC develops a Master Educational Facility Plan utilizing format provided by the KDE to include:
 - a. The educational program.
 - b. The physical evaluation of all school centers. This includes capacity, conditions and locations.
 - c. The projected enrollment for the next five (5) years and the next ten (10) years.
 - d. The plan for all schools by year showing the district's priorities and timelines.
 - e. The finance plan, i.e., DFP in conjunction with "d" above. The costs noted in the DFP shall fairly represent the cost of any proposed changes as outlined herein, clearly separating costs for renovation and new construction. The cost shall reflect the scope of work outlined in the DFP.
4. The LPC develops a draft DFP utilizing the approved format.
5. The DFP is submitted to the KDE for technical review. This submission shall include construction costs, small-scaled drawings of the existing buildings, and completion of the school program analysis form (Appendix pages A-20, A-21, and A-22) and the School Building Inventory Report form (Appendix pages A-17) to justify proposed additions. Comments from the KDE are reviewed and any discrepancies resolved by the LPC prior to their voting on the DFP.
6. The LPC generates community support for the draft DFP. This includes but is not limited to the required public forums including the one (1) forum required after a draft DFP has been developed. The LPC shall be present and respond to questions during the local public forum.
7. The LPC submits the draft DFP to the local board of education for review. Should the local board make alterations to the plan, a narrative summary supporting such changes shall be provided. The plan and narrative are then returned to the LPC.

8. The LPC votes on the revised draft DFP. Should the LPC vote not to adopt the revised plan, a letter with the decision of the LPC and signature of the chairperson shall be attached to the plan and resubmitted to the local board of education. The LPC recommends the draft DFP to the local board of education; however, the plan submitted to the KDE for review is the decision of the local board of education.
9. The local board of education submits the draft DFP to the KDE for approval.
10. The KDE notifies the local board of education that the draft DFP is in compliance with state requirements or is in need of revision.
11. If a draft DFP is returned to the local board of education for revision, it must then be resubmitted by the LPC and local board of education to the KDE for approval. The KDE notifies the local board of education of approval of the revised plan.
12. The local board of education is responsible for providing two (2) locally held public hearings after normal working hours in a handicap accessible, adequately sized location. Public notification of each hearing must be made a minimum of fourteen_(14) days prior to the date of the hearing. This includes an adequately sized display advertisement in the local newspaper(s), notices posted at each school, and notification of the parent/teacher organizations. Radio and television announcements are suggested where available.
13. The local board of education shall appoint a hearing officer for the public hearings. The task of the hearing officer shall not be to sway public opinion but to record and document testimony and comments submitted orally or in writing at the hearings.
14. If the proposed DFP is approved by a unanimous vote of the LPC and the local board of education, only one (1) local public hearing shall be required.
15. Once the local public hearings have been held, the KDE shall prepare a report regarding the district's proposed DFP and follow procedures listed herein. The report shall be submitted, including the district's proposed DFP, to the local board of education for review. When changes have been recommended by the KDE, the local board of education in conjunction with the LPC may agree to modification of the plan as recommended by the KDE. If the local board is in disagreement with the recommendations made by the KDE, a letter stating the local board's position shall be submitted to the KDE. The district's decision is forwarded to the KDE for consideration by the KBE.
16. The KDE shall notify the local board of education of the KBE's action. The DFP shall remain in effect until an amendment or reprioritization of the plan occurs or until a new plan is approved by the KBE.

The LPC shall be active through the completion and approval of the DFP and continue to serve an inactive role until the next scheduled facility plan cycle, when a new LPC is organized. Should the local board of education request an amendment to the DFP between planning cycles, the LPC membership shall be reactivated.

Amendment Process

The local board of education may request an amendment to its DFP under the following circumstances:

1. Major enrollment changes
2. Major curriculum changes
3. Major disaster
4. Unforeseen occurrence

The local board of education shall reassemble the LPC that developed the current DFP, apprise the LPC of the need for an amendment, and provide up-to-date district information for their consideration. The LPC then begins the facility planning process by analyzing the updated district information and continues the process until the district facility plan is completed. The amendment process shall follow the same process that is outlined herein for a new DFP.

Request for Waiver

After a local planning committee has been selected and has reviewed the required information, they may determine that a new DFP is not necessary for their district and may recommend that the local board of education request a waiver. A local school district may request a waiver of the requirement to complete the facility planning process for any of the following reasons:

1. It has been less than eight (8) years since a new Master Educational Facility Plan and DFP have been developed by the local planning committee and approved by the KBE,
2. The district shows no significant change in enrollment, educational programs or building needs since the last district facility plan was developed.
3. The district has less than \$1 million in cash and bonding potential for construction during the next five (5) years.

A request for waiver and letter of explanation including back up documentation must be submitted to the chief state school officer for review and approval.

FACILITY PLAN FORMAT

The approved DFP format is as follows:

- Educational Program - District Plan of Organization
- Building Evaluation - School Center Designation
- Student Enrollment Projections
- Capital Construction Priorities and Discretionary Projects

Educational Program - Plan of Organization

This section shall include a brief summary of the educational program, the district organization plan of student grades that is to continue, or the proposed district organization plan. When capital construction is completed to the extent of occupancy, students shall be relocated to the permanent center utilizing the new organization plan.

It is suggested the district have a single organizational plan for all students in order to equalize educational opportunity. A variance may be allowed where verification can be provided to the KDE that the student body's ability to achieve is not compromised.

Building Evaluation - School Centers

This section shall include a summary of the building evaluations as described in the Master Educational Facility Plan and a listing of each existing school, owned or leased, housing a public elementary or secondary program supported by the district. Listed information is to include school name, grades presently housed, and the appropriate permanent functional or transitional center designation. In addition, the building's student capacity as outlined on the Gross Student Capacity Calculation form (Appendix page A-19) shall be noted.

Student Enrollment Projections

This section shall include a summary of the student enrollment projections as described in the Master Educational Facility Plan.

Capital Construction Priorities and Discretionary Construction Projects

Capital construction priorities shall include the most critical building needs of the district. Construction projects shall be listed in priority order as determined by the LPC. It is imperative that the most critical building needs of the district be given the highest priority. For example, classroom spaces needed to meet current capacities would be a higher priority than replacement of a gymnasium. Recommended guidelines are as follows:

Priority Order from Highest to Lowest

Projects utilizing SFCC funds shall be completed in priority order; for example, priority 1 projects shall be completed prior to priority 2 projects. All priorities within a numbered category (i.e., 1a through 1d) are considered equivalent and can be selected by the LEA in any order desired. Projects utilizing financing other than SFCC funds may be selected by the LEA without regard to scheduled priority.

For Projects to Begin Within the Biennium

- 1a. New construction to meet student capacity; further implementation of established programs; or complete approved projects constructed in phases.
- 1b. New construction to replace inadequate spaces; expand existing or new buildings for educational purposes; consolidate schools; or replace deteriorated facilities.
- 1c. Major renovation of educational facilities; including construction of additions or expansions, kitchens, cafeterias, libraries, administrative areas, auditoriums, and gymnasiums. Additions shall be clearly listed by number, space, type and size of proposed added space.
- 1d. KERA strands - new additions: Preschool, School Based Decision Making Office and Conference, Family Resource

For Projects Not Scheduled within the Biennium

- 2a. New construction to meet student capacity; further implementation of established programs; or complete approved projects constructed in phases.
- 2b. New construction to replace inadequate spaces; expand existing or new buildings for educational purposes; consolidate schools; or replace deteriorated facilities.
- 2c. Major renovation of educational facilities, including construction of additions or expansions, kitchens, cafeterias, libraries, administrative areas, auditoriums, and gymnasiums. Additions shall be clearly listed by number, space, type and size of proposed added space.
- 2d. KERA strands - new additions: Preschool, SBDM office and conference, Family Resource

For Other Projects (Regardless of Schedule)

- 3. Construction of non-educational additions or expansions including kitchens, cafeterias, administrative areas, auditoriums and gymnasiums. Additions shall be clearly listed by number, space, type and size of proposed added space.
- 4. Management support areas - Construction, acquisition, or renovation of central offices, bus garages, or central stores.

When accompanied by a narrative detailing the rationale, multiple projects may be included under one priority number. When the district deviates from the order recommended in the guidelines, explanation must be provided to the KDE.

The highest priority projects (scheduled to begin within the biennium directly following the plan's approval) shall be identified by the LPC with consideration to bonding potential, financial capability of the district, and possible SFCC offer of assistance.

When the LPC recommends a new facility on a new campus, consideration shall be given to the availability of adequately sized sites, site development costs, and acquisition costs prior to designation of vicinity location in the priority.

When a new building or building expansion is proposed in the DFP, the LPC shall prepare a narrative explaining the need for additional space. The LPC shall investigate the availability of space in adjoining districts as well as other options that may be available. The results of this investigation, including the advantages and disadvantages of contracting students to the adjoining district, shall be set forth in the narrative.

Discretionary Construction Projects

This section shall list projects by school or building as classified below. The local district opting not to participate in SFCC funding may request all priority projects to be listed in this section.

1. Functional Centers - Improvements by new construction or renovation.
2. Extracurricular Facilities - Construction of field houses; stadiums; sports field facilities; or any facility with an estimated cost of \$25,000 or more.

PERMANENT CENTER CRITERIA

Existing schools shall be designated permanent, functional or transitional in accordance with KRS 157.420 and the following criteria.

A permanent center designation requires meeting four (4) of the six (6) criteria. Centers meeting less than four (4) required criteria shall be designated functional, should the local board of education desire to continue their operation. A transitional designation shall be given to any center the local board of education has determined will be phased out as an educational center or for which a project to house its students is listed in the DFP.

Criteria are as follows:

1. Student Assessment - The school meets or exceeds the curriculum threshold for one (1) of the two (2) most recent testing cycles.
2. Transportation - A one-way transportation system for a school allowing the maximum of a forty-five (45) minute bus ride for seventy-five percent (75%) of students in grades E-5/6 and the maximum of a sixty (60) minute bus ride for seventy-five percent (75%) of the students in grades 6-12. Transportation time includes riding time, stops, and transfers. When only one school of that grade organization exists, these criteria will be considered met.

Required document: Student Travel Times form provided by the KDE.

3. Fiscal Equity - The school meets within one hundred and fifty percent (150%) of the lowest cost for all schools of similar grade organization based on cost per student.
4. Equitable Educational Opportunity - The school currently provides ninety percent (90%) equivalent educational offerings. The district shall provide an evaluation of curriculum offered by schools accommodating like grades.
5. Building/Site Evaluation - The school complies with an inspection by a Kentucky registered architect and engineer evaluating site location, site, and life expectancy of the building. It must be determined that the facility can accommodate the projected student population and has a remaining minimum thirty (30) year life expectancy. The cost of renovation shall not exceed eighty percent (80%) of replacement cost.
6. Parent/Community Support - The school has exceptional parent and community support exhibited by meeting three of the four following criteria:
 - a) Documented annual volunteer hours equal to the number of pupils enrolled that year;
 - b) PTA/PTO membership equal to seventy-five percent (75%) of the enrollment that year;
 - c) One program annually is supported by an outside business or professional organization; and
 - d) The school is available for, or has sponsored, at least one community service program annually.

SFCC FUNDING CRITERIA - NEW BUILDING OR MAJOR RENOVATION

For a new facility to be constructed or an existing facility to be renovated, it shall have a minimum of the following number of students in order to receive full funding:

Elementary	-	300 Students
Middle	-	400 Students
High	-	500 Students

Should the local board of education choose to construct a new permanent center or renovate a permanent center which has less than the minimum number of students specified above, SFCC participation will be limited to a monetary value based on per pupil expenditure cap for small schools. This cap is determined by dividing the maximum project budget of the smallest school for the grades by the number of proposed students.

EXAMPLE: 2004 Funding Cost

New Elementary (Capacity 300): \$4,429,000

Elementary Small School Per Pupil Expenditure Cap: \$14,763

Maximum Project Budget for SFCC Funding for a 200 Pupil Elementary:
 $200 \text{ students} \times \$14,763 = \$2,952,667$

For a new facility to be constructed or an existing facility to be renovated, it shall have a maximum number of students as follows to receive full funding:

Elementary	-	600 Students
Middle	-	900 Students
High	-	1,500 Students

These maximum limits are suggested by the KDE as guidelines for the LPC to use when reviewing population projections. Deviating from these guidelines is at the discretion of the LPC. To provide for an increase in student enrollment, it is appropriate to construct a new facility to accommodate facility needs once the maximum limit has been reached.

SFCC funding for additions will be made for the monetary amount up to a cap as follows:

Elementary Schools - Basic classrooms to accommodate the student enrollment at a ratio of one (1) classroom per twenty-five (25) students. One (1) additional classroom each shall be provided for art, music and computer lab. In the area of special needs, a full classroom shall be provided for self-contained instruction and a half classroom provided for each resource room where students are mainstreamed during the day. When a building reaches one hundred and twenty-five percent (125%) of the projected gross square footage for that particular number of students, the SFCC is no longer responsible for meeting the building needs for expansion.

Middle and High Schools - SFCC funding for classrooms shall be capped at seventy-five percent (75%) of the number of classrooms necessary to provide one (1) classroom per twenty-five (25) students. The KDE may give special consideration for additional classrooms, from seventy-five

percent (75%) to a maximum of ninety percent (90%) where the LPC can justify need for these classrooms to meet the school based decision making council approved curriculum. When an addition for classrooms, enrichment, special areas, and support space reach one hundred and twenty-five percent 125% the projected gross square footage for that particular number of students, the SFCC is no longer responsible for the building needs for expansion.

EXAMPLE: Calculation to determine the maximum expansion permitted to an existing building eligible for SFCC funding.

1. 600 Pupil Elementary (maximum)
Projected gross square footage: 65,736 SF
Maximum SFCC involvement: $(1.25 \times 65,736) = 83,170$ SF
2. 725 Pupil Elementary
Projected gross square footage: 94,078 SF
Maximum SFCC involvement: $(1.25 \times 94,078) = 117,597$ SF

When a school has an enrollment in excess of the suggested maximums, the maximum projected square foot per student multiplied by the enrollment shall be utilized for the above calculation.

The maximum project budget utilized by the SFCC for renovation will be provided by the local district through their architect and/or engineer, not to exceed 100 percent of the replacement cost of a facility of comparable enrollment. Both the project budget and a minimum thirty (30) year life expectancy for the building shall be verified.

NOTE: The SFCC maximum project budget allocation may not complete the desired project of the local district. An evaluation, prior to placement upon their facility plan as a priority item, must be made by the local board in order to assure completion of the project with non-SFCC funding.

DEVELOPMENT OF DFP NEEDS STATEMENT

Section 1. For development of the DFP needs statement, the following shall apply:

- (1) In determining the maximum project budget for proposed public school construction and assessing approval of any projects, the chief state school officer shall first compute the sum of all individual program spaces of an addition or new facility compared to the total square footage, such ratio to be referred to as the building efficiency. The remainder shall be referred to as the unassigned space percentage, with unassigned spaces being all circulation areas including lobbies, vestibules, corridors, passages and stairways; mechanical rooms and custodial rooms; public toilets; maintenance and operation areas; general storage rooms (not listed as auxiliary space within a general assignable category); and exterior bearing walls, interior walls or partitions, and other areas occupied by the building's structural elements.
- (2) The square footage allocation for priority projects shall be calculated with the following assignable and unassignable space percentages:

Facility Type	Assignable Space (%)	Unassignable Space (%)
Elementary and Support Buildings	74%	26%
Middle and Junior High Schools	71%	29%
High Schools	68%	32%

The square footage allocation (SFA) equation for new construction and major renovation is as follows:

$$\text{SFA} = \frac{\text{Sum of Programmed Spaces} \times 100}{\% \text{ of Assignable Space}}$$

EXAMPLE:

Middle School Addition of 10 Classrooms and 1 Art Room

$$\text{SFA} = \frac{10(750) + 1200 \times 100}{71}$$

$$\text{SFA} = 12,254 \text{ Square Feet}$$

Section 2. In calculating the maximum project budget for individual projects and total financing need, the square foot unit cost shall be determined utilizing the national construction cost guide, Means Facilities Cost Data, dated the year of the calculation.

The 3/4 Units Costs for square footage shall be utilized at full value to include all costs of construction, site development, utilities, design fees, contingencies, bond sale costs and equipment, etc. The categories used are:

- Elementary Schools
- Middle Schools
- High Schools
- Vocational Schools - Space Codes: MAC, MNT, IND, PLM,
- Central Office - Low Rise Offices
- Central Stores - Warehousing and Offices
- Bus Garages - Commercial Service Garages

Other categories shall be used by the KDE, should the need occur.

Section 3. The actual calculation of priority maximum project budget shall be:

$(SFA \times \$ \text{ per Sq Ft}) + \text{Renovation Cost} - \text{SFCC Allocations for Previous Phases}$

Section 4. In calculating the maximum project budget for remodeling and renovation as listed in the priority project, Unit Cost Criteria provided by the R. L. Means Company shall be utilized. The unit prices shall be adjusted by a one hundred and thirty-five percent (135%) factor to account for renovation costs, fees and contingencies. For SFCC funding, the maximum budget for renovation shall not exceed eighty percent (80%) of the replacement cost.

Section 5. The maximum project budget to be expended on any project designated by priority in the district's most recent DFP shall be established by the KDE, using the established space and financial allotments. Included in such a budget are the following items: construction funds to meet the approved program, required fixed equipment, professional fees (including design, construction, financial, administrative and supervisory), a five percent (5%) contingency, and other normal costs of selling revenue bonds. Site acquisition, site development, utilities and moveable equipment as approved by the KDE are included to the extent of the maximum project budget plus investment income and any additional local funds committed by the local board of education.

Once the maximum project budget has been exceeded, it is the sole responsibility of the local board of education to fund any amounts above the budget. If, however, a district designs the program spaces in accordance with the program space allotments and, due to circumstances beyond the district's control (such as excessive site acquisition, site development and utilities, or abatement of asbestos in a renovation project), the total cost of those acceptable included items exceed the project budget, it may apply to the chief state school officer for an increase of the project's maximum budget up to ten percent (10%) based upon the actual costs. Any request from a district that exceeds ten percent (10%) additional maximum project budget shall require approval by the KBE.

Site development shall include, but not be limited to, the preparation of the site for the facility and its required appurtenances including water, power, fuel, sewage disposal, road access, earth removal, earth installation and compaction or special footing requirements. In the event site development is providing usable site acreage, the district may request additional monies only to

the extent of providing no more than the maximum size site for the type of school approved.

A priority project constructed in phases would project need for the next funding cycle to the extent of SFCC funds committed to completed phases of the project. For a district to be eligible to apply for additional maximum project budget monies, it must show local funds are inadequate to complete priority projects within program spaces. It is the responsibility of the local district and its design professional to construct the project within the project budget. If it appears that the project cost will exceed the budget, the KDE shall provide assistance in making changes in the plans and specifications to reduce the projected cost, or the district shall increase the budget funding available. An approved increase in the maximum project budget shall allow monies from the current offer of assistance to be utilized to the extent available.

MAXIMUM PROJECT BUDGET FOR A TYPICAL ELEMENTARY SCHOOL

The following chart represents a typical educational program used to establish SFCC funding levels.

Program Space	Elementary School Enrollment			
	300	400	500	600
Number of standard classrooms @ 800 sf	12	16	20	24
Standard Classroom Net Area Subtotal:	9,600	12,800	16,000	19,200
Special Education (self-contained)	825	825	825	825
Elementary resource rooms @ 400 sf	1,600	2,000	2,400	2,400
Preschool classrooms @ 825 sf	825	825	1,650	1,650
Elementary art classroom	800	800	80	800
Elementary music classroom	800	800	800	800
Elementary computer classroom	800	800	800	800
Allowance for SBDM instructional programs	1,500	2,000	2,500	3,000
Total Classroom Net Area:	16,750	20,850	41,870	29,475
Library/Media Center	2,100	2,600	3,125	3,650
Kitchen	2,200	2,200	2,200	3,000
Cafeteria	3,000	3,000	3,000	4,600
Physical Education	5,500	5,500	5,500	5,500
Administrative area	1,720	1,720	1,720	1,870
Family Resource area	300	300	300	300
Custodial Receiving	250	250	250	250
Total Net Area:	31,820	36,420	41,870	48,645
Elementary building assignable space – 74%				
Total Gross Area (SFA):	43,000	49,216	56,581	65,736
2004 elementary school unit cost - \$108/sf				
Maximum Project Budget:	\$4,644,000	\$5,315,328	\$6,110,748	\$7,099,488
Area (square feet) per pupil	143	123	113	110
Cost per pupil	\$15,480	\$13,288	\$12,222	\$11,833

MAXIMUM PROJECT BUDGET FOR A TYPICAL MIDDLE SCHOOL

The following chart represents a typical educational program used to establish SFCC funding levels.

Program Space	Middle School Enrollment				
	400	500	600	750	900
Number of standard classrooms @ 750 sf	12	15	18	23	27
Standard Classroom Net Area Subtotal:	9,000	11,250	13,500	17,250	20,250
Special Education (self-contained)	825	825	825	825	825
Middle resource rooms @ 375 sf	2,250	2,250	3,000	3,000	4,500
Science classrooms @ 1,000 sf	3,000	3,000	4,000	5,000	5,000
Enrichment/Fine Arts					
Art classroom	1,200	1,200	1,200	1,200	1,200
Band or band/vocal classrooms	2,500	2,500	2,500	2,500	2,500
Vocal music classroom	900	900	900	900	900
Computer classrooms @ 900 sf	900	900	1,800	1,800	2,700
Technology Education	2,750	2,750	2,750	2,750	2,750
Allowance for SBDM instructional programs	<u>3,000</u>	<u>3,750</u>	<u>4,500</u>	<u>5,625</u>	<u>6,750</u>
Total Classroom Net Area:	26,325	29,325	34,975	40,850	47,375
Library/Media Center	2,600	3,125	3,650	4,700	5,225
Kitchen	2,200	2,200	3,000	3,000	3,800
Cafeteria	3,000	3,000	4,600	4,600	6,200
Physical Education	10,375	10,375	10,775	11,975	12,400
Administrative area	1,720	1,720	1,870	1,870	2,020
Family Resource area	300	300	300	300	300
Custodial Receiving	<u>250</u>	<u>250</u>	<u>250</u>	<u>250</u>	<u>250</u>
Total Net Area:	46,770	50,295	59,420	67,545	77,570
Middle school building assignable space – 71%					
Total Gross Area (SFA):	65,873	70,838	83,690	95,134	109,254
2004 middle school unit cost - \$107/sf					
Maximum Project Budget:	\$7,048,411	\$7,579,666	\$8,954,830	\$10,179,338	\$11,690,178
Area (square feet) per pupil	165	142	139	127	121
Cost per pupil	\$17,621	\$15,159	\$14,925	\$13,575	\$12,989

MAXIMUM PROJECT BUDGET FOR A TYPICAL HIGH SCHOOL

The following chart represents a typical educational program used to establish SFCC funding levels.

Program Space	High School Enrollment				
	500	750	1000	1250	1500
Number of standard classrooms @ 750 sf	15	23	30	38	45
Standard Classroom Net Area Subtotal:	11,250	17,250	22,500	28,500	33,750
Special Education (self-contained)	825	825	825	825	825
Middle resource rooms @ 375 sf	1,500	1,500	2,250	3,000	3,750
Science area					
Science classrooms @ 1,000 sf	2,000	3,000	4,000	5,000	6,000
Science lecture labs @ 1,625 sf	1,625	1,625	3,250	3,250	4,875
Enrichment/Fine Arts					
Art classroom	1,200	1,200	1,200	1,200	1,200
Band or band/vocal classrooms	2,500	2,500	2,500	2,500	2,500
Vocal music classroom	---	---	900	900	900
Computer classrooms @ 900 sf	1,280	1,280	2,560	2,560	3,840
Technology Education	2,750	2,750	2,750	2,750	2,750
Allowance for SBDM instructional programs	<u>7,040</u>	<u>8,540</u>	<u>13,540</u>	<u>15,040</u>	<u>17,040</u>
Total Classroom Net Area:	31,970	40,470	56,275	65,525	77,430
Library/Media Center	3,125	4,700	5,720	7,325	8,375
Auditorium/Theater	3,500	4,000	4,500	5,000	5,500
Kitchen	2,200	3,000	3,800	4,700	4,700
Cafeteria	3,000	4,600	6,200	7,800	7,800
Physical Education	14,400	14,400	16,000	16,000	17,100
Administrative Area	1,720	1,870	2,020	2,170	2,320
Family Resource Area	300	300	300	300	300
Custodial Receiving	250	250	250	250	250
Total Net Area:	60,465	73,590	95,065	109,070	123,775
High school building assignable space – 68%					
Total Gross Area (SFA):	88,919	108,221	139,801	160,397	182,022
2004 high school unit cost - \$124/sf					
Maximum Project Budget:	\$11,025,956	\$13,419,404	\$17,335,324	\$19,889,228	\$22,570,728
Area (square feet) per pupil	178	144	140	128	121
Cost per pupil	\$22,052	\$17,893	\$17,335	\$15,911	\$15,047

PROGRAM SPACE SQUARE FOOTAGE

New Educational Facilities

	Space Code	Program (Capacity)	Minimum Square Footage
Elementary Schools	AA30	300	31,820
	AA35	350	34,120
	AA40	400	36,240
	AA45	450	39,145
	AA50	500	41,870
	AA55	550	44,258
	AA60	600	46,645
Middle Schools	CC40	400	46,770
	CC45	450	48,533
	CC50	500	50,295
	CC55	550	54,858
	CC60	600	9,420
	CC65	650	62,128
	CC70	700	64,836
	CC75	750	67,545
	CC80	800	70,887
	CC85	850	74,229
	CC90	900	77,570
High Schools	DD50	500	60,465
	DD55	550	63,090
	DD60	600	65,715
	DD65	650	68,340
	DD70	700	70,965
	DD75	750	73,590
	DD80	800	77,885
	DD85	850	82,180
	DD90	900	86,475
	DD95	950	90,770
	DD100	1,000	95,065
	DD105	1,050	97,866
	DD110	1,100	100,667
	DD115	1,150	103,468
	DD120	1,200	106,269
	DD125	1,250	109,070
	DD130	1,300	112,011
	DD135	1,350	114,952
	DD140	1,400	117,893
	DD145	1,450	120,834
	DD150	1,500	123,775

Program Space Square Footage – General

Space Code	Program (Capacity)	Minimum Square Footage
E	Elementary Classroom	800
MH	Middle/High Classroom	750
P	Preschool Classroom	825
SE	Special Education (self-contained)	825
ER	Elementary Resource Classroom	400
MHR	Middle/High Resource Classroom	375
ARE	Elementary Art	800
AR	Middle/High Art	1,200
AU50	Auditorium (500) - 300 Seats	3,500
AU75	Auditorium (750) - 350 Seats	4,000
AU100	Auditorium (1,000) - 400 Seats	4,500
AU125	Auditorium (1,250) - 450 Seats	5,000
AU150	Auditorium (1,500) - 500 Seats	5,500
BA	Band	2,500
BAV	Band/Vocal	2,500
MUV	Vocal Music	900
MUE	Elementary Music	800
COE	Elementary Computer	800
COM	Middle Computer	900
COH	High Computer	1,280
L30	Library (300) - minimum	2,100
L40	Library (400)	2,600
L50	Library (500)	3,125
L60	Library (600)	3,650
L70	Library (700)	4,175
L80	Library (800)	4,700
L90	Library (900)	5,225
L100	Library (1,000)	5,720
L110	Library (1,100)	6,275
L120	Library (1,200)	6,800
L130	Library (1,300)	7,325
L140	Library (1,400)	7,850
L150	Library (1,500) - maximum	8,375
PE	Elementary PE	5,500
PM45	Middle PE (450) - 8,175' playing floor	10,375
PM60	Middle PE (600) - 8,575' playing floor	10,775
PM75	Middle PE (750) - 9,175' playing floor	11,975
PM90	Middle PE (900) - 9,600' playing floor	12,400
PH75	High PE (750) - 10,600' playing floor	14,400
PH100	High PE (1,000) - 10,600' playing floor	16,000
PH150	High PE (1,500) - 11,700' playing floor	17,100
SCR	Science Room	1,000
SCL	Science Lecture Lab	1,625

Program Space Square Footage – Vocational

Space Code	Program (Capacity)	Minimum Square Footage
AG1	Agriculture (1 teacher)	3,120
AG2	Agriculture (2 teacher)	3,900
AG3	Agriculture (3 teacher)	4,680
BE1	Business Education (1 teacher)	1,520
BE2	Business Education (2 teacher)	3,040
BE3	Business Education (3 teacher)	4,560
BE4	Business Education (4 teacher)	5,185
DO	Developmental Occupations	1,600
ME	Marketing Education	1,600
HE1	Home Economics (1 teacher)	2,400
HE2	Home Economics (2 teacher)	3,000
HE3	Home Economics (3 teacher)	3,600
HOR	Horticulture	2,400
TE1	Technology EDUCATION (1 teacher)	2,750
TE2	Technology EDUCATION (2 teacher)	4,750
HS	Health Services	1,170
DRF	Drafting	1,800
MAC	Auto Parts, Commercial Art, Mine Equipment Operator, Meat Cutting, Office Machine Repair, Small Engine Repair, Tailoring	2,000
MNT	Building Maintenance, Commercial Sewing,	2,400
	General Miner, Radio and TV Production	
IND	Industrial Air Conditioning, Appliance Repair, Cabinet Making, Carpentry, Electricity, Electronics, Civil and Highway, Technology, Heavy Equipment Repair, Industrial Machine Maintenance, Interior Finishing, Masonry, Mine Equipment Maintenance, Radio and TV Repair, Sheet Metal, Tool and Die Making, Upholstery, Welding	3,000
PLM	Plumbing	3,500
AUB	Auto Body	3,600
MEC	Aircraft, Auto, Diesel and Truck Mechanics, Graphic Arts	4,000
AG1	Agriculture (1 teacher)	3,120
AG2	Agriculture (2 teacher)	3,900
AG3	Agriculture (3 teacher)	4,680
BE1	Business Education (1 teacher)	1,520
BE2	Business Education (2 teacher)	3,040
BE3	Business Education (3 teacher)	4,560
BE4	Business Education (4 teacher)	5,185
DO	Developmental Occupations	1,600
ME	Marketing Education	1,600
HE1	Home Economics (1 teacher)	2,400

Program Space Square Footage – Support Spaces

Space Code	Program (Capacity)	Minimum Square Footage
AD1	Administrative Area (300-599)	1,720
AD2	Administrative Area (600-899)	1,870
AD3	Administrative Area (900-1,199)	2,020
AD4	Administrative Area (1,200-1,499)	2,170
AD5	Administrative Area (1500+)	2,320
GO	General Office	200
SO	Staff Office	150
SBO	School Based Office	150
SBC	School Conference	270
FA	First Aid (with toilet)	200
RR	Records Room	150
WR	Workroom	150
GUO	Guidance Office	150
GUR	Guidance Reception	150
CR	Custodial Receiving	250
FRA	Family Resource Area/Youth Service Center	300
K30	Kitchen (300-599)	2,200
K60	Kitchen (600-899)	3,000
K90	Kitchen (900-1,199)	3,800
K120	Kitchen (1,200-1,500)	4,700
C30	Cafeteria (300-599)	3,000
C60	Cafeteria (600-899)	4,600
C90	Cafeteria (900-1,199)	6,200
C120	Cafeteria (1,200-1,500)	7,800

Program Space Square Footage – Other Buildings

Space Code	Program (Capacity)	Minimum Square Footage
BU1	Bus Garage - 1 Bay	2,400
BU2	Bus Garage - 2 Bay	3,600
BU3	Bus Garage - 3 Bay	4,800
	Each additional bay:	1,200
CO	Central Office - (minimum*)	1,350
BR	Board Room	1,000
RRF	Fireproof Records Room	150
CSF1	Central Storage - (Enrollment < 1,000)	2,500
CSF2	Central Storage - (Enrollment 1,000-4,999)	5,000
CSF3	Central Storage - (Enrollment 5,000-7,499)	7,500
CSF4	Central Storage - (Enrollment > 7,500)	10,000
Add 200 square feet for each additional professional position in excess of the three listed in the Kentucky Schools Directory.		